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ABSTRACT

This is a manual of lesson plans developed by 38 teachers for the lower elementary grades as part of a comprehensive career education program called Career Achievement Skills Training (CAST) developed by the Pontiac Public School Personnel, Pontiac, Michigan. These lessons include two components: (1) student procedure sheets--behavioral and sequential steps leading to attainment of the career skill, and (2) teacher procedure sheets--instructional program steps containing a method and strategy for teachers and counselors in teaching the student steps. The purpose of this manual is to increase the number of methods, strategies, programs and resources available to teachers involved in career education. It is recommended that this lesson manual be used in conjunction with the rest of the CAST program. (Author/HMV)

LESSON PLAN MANUAL II Lower Elementary

CAREER ACHIEVEMENT SKILLS TRAINING PROGRAM*

Developed by Pontiac Public School Personnel

Pontiac, Michigan

June, 1974

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FOREWORD

The CAST Phase III Lesson Plan Manual consists of three manuals, a Junior High Lesson Plan Manual, a Lower and an Upper Elementary Lesson Plan Manual. These Phase III manuals grew out of the combined experiences of 38 Pontiac teachers and 500 students over a two year developmental period which emerged from a Phase I exploration period.

During Phase II of the project teachers and counselors were trained by Dr. Ted Friel, Dr. David Berenson and Dr. Richard Pierce from Carkhuff Associates to develop and deliver this Career Achievement Skills Training (CAST) program based on the student skills outlined in the following six books from the Working Skills and Life Skills Series, written by Dr. Robert Carkhuff and Dr. Ted Friel:[1]

How 'Who' Finds His First Job, 1973 - Elementary
How 'Who' Develops His Career, 1973 - Junior High
The Art of Developing a Career - Student's Guide, 1973 - Senior High and adults
The Art of Helping, 1972
The Art of Problem Solving, 1973
The Art of Program Development (in press)

Using these books and their curriculum development skills learned in the Carkhuff inservice training, the teachers and counselors developed their own lessons which they used to deliver the CAST objectives.

At the end of Phase II all teachers' and counselors' revised and modified lesson plans were reviewed by two CAST participants and developed into a Phase II Junior High Lesson Plan Manual.

These lessons included two components: 1) "Student Procedure Sheets" - behavioral and sequential steps leading to attainment of the career skill. 2) "Teacher Procedure Sheets" - instructional program steps containing a method and strategy for teachers and counselors to use in teaching the student steps.

This Phase II Lesson Plan Manual was developed primarily as a tool to use during Phase III of the project in training the new CAST participants in the CAST skills they would be teaching their students. The junior high and high school teachers and counselors used the Phase II manual as written, while the elementary teachers and counselors had to modify and simplify some of the skills and methods as they proceeded.

After using the Phase II Junior High Lesson Plan Manual during Phase III of the project revisions and grade level changes were found to be necessary. (See PROGRAM DESCRIPTION SECTION of the Phase III Final Report for a description of the changes) Therefore, during the last month of Phase III the following major changes in the Phase II Lesson Plan Manual were made:

1. The Phase II Junior High Lesson Plan Manual was revised and a Phase III Junior High Lesson Plan Manual developed.
2. From the Phase II Junior High Lesson Plan Manual a Lower Elementary and Upper Elementary Phase III Lesson Plan Manual was developed which contained most of the skills presented at the junior high level, but simplified and related to the developmental needs of elementary school students.

These Phase III manuals were developed primarily for use by the teachers and counselors as delivery tools not as inservice training tools as described in the Phase II manual. Thus, the reason for the change in purpose of the Phase III manual was because the teachers and counselors had already acquired the career skills using the Phase II manual and thus thoroughly knew the learning process necessary to achieve the CAST skills. What they needed was a lesson plan manual which would provide them an increased number of methods, strategies, programs and resources from which they could draw upon to teach the learning process and thus increase their chance of reaching more students. Therefore, the Phase III Lesson Plan Manuals were developed to meet their need.

If these Phase III Lesson Plan Manuals are to be used appropriately teachers must first be trained in the skills they expect their students to acquire. Thus, it is recommended that the Phase II Lesson Plan Manual be used (along with the books from the Carkhuff Working Skills and Life Skills Series) as a tool to train teachers in acquiring the learning process of the CAST skills while the Phase III manuals be used in training teachers in delivering the CAST skills to their students. (A copy of the Phase II Lesson Plan Manual can be found in the Staff Inservice Training Program Manual)[2]

IT IS RECOMMENDED THAT THE UPPER ELEMENTARY, LOWER ELEMENTARY AND JUNIOR HIGH PHASE III LESSON PLAN MANUALS BE CONSIDERED AND USED AS ONE PROGRAM. CROSS-REFERENCES ARE MADE BETWEEN THE APPENDICES

OF THE MANUALS. THEREFORE, THE MANUALS SHOULD BE KEPT TOGETHER. FOR EXAMPLE, NOTE THE DIFFERENCES IN THE APPENDICE'S:

APPENDIX A - IS IN THE JUNIOR HIGH MANUAL
APPENDIX B - IS IN THE LOWER ELEMENTARY MANUAL
APPENDIX C - IS IN THE UPPER ELEMENTARY MANUAL

In addition to the Phase III Elementary and Junior High Lesson Plan Manual a High School Lesson Plan Manual called an Idea Book for a Secondary Career Education Program, has been developed under a separately funded career project called the Pontiac Adult-Student Learning Systems[3] (PALS). This career project and manual are extensions of the CAST program and are based on the Working Skills and Life Skills Series written by Dr. Robert Carkhuff.

[1] Publishing information is in Appendix 128A

[2] Copies of the Phase III Final Report may be requested through AIM/ARM Center for Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

[3] See Appendix 132A for a description of the PALS project

PURPOSE OF CAST

Robert Carkhuff sums up the dilemma of students today when he says, "Chance will dictate their careers. Chance will dictate their success. Chance will dictate their fates. They may be lucky for a moment in time . . . or two . . . but they cannot be lucky for life."

Luck is not part of the CAST Program. CAST does not leave the fate of students up to chance. Instead, it equips them with skills they need to make decisions and plan for their careers. These skills are Expanding, Narrowing and Preparing. The skills that make the difference between choice or chance. Skills that are observable, measurable and repeatable behaviors. Skills that help the teacher and counselor evaluate their effectiveness.

The CAST Program makes a skill delivery where most career programs do not. They fall short. They deliver facts: "Twenty-five percent more women are entering the fields of Business Management." Some deliver concepts: "Jobs can be grouped in clusters called job families." Others deliver principles: "If I know about more jobs, then I will have more jobs from which to choose." Few deliver skills: "Students will classify their jobs into two mutually exclusive categories." And rarer still, are those career programs that deliver a systematic program to teach the skill:

1. Generate job titles by thinking of the jobs you see on the way to school.
2. Ask yourself, "How are these jobs alike? How are they different?"
3. Name two groups in which all these jobs could be placed.
4. Put the jobs into their respective groups.
5. Ask yourself, "Can any job in group one also fit in group two?" If the answer is yes, then the two groups are not mutually exclusive.
6. Test out another classification system.

Without a program like the above, there is no assurance that students will be able to perform the skill. Without skills, students cannot act on what they know. Without skills, teachers and counselors

do not know if they have made a delivery.

CAST provides the students, teachers and counselors with the career skills and programs they need to get from where they are in their career planning process to where they want or need to be. It provides a structure under which all existing career programs, units, activities, etc., can have a functional place. It is sequential, systematic and cyclical. The students learn how to expand information about themselves and the job by using people and thing sources. The narrowing phase helps the students relate the career information to their values using a decision-making process. Finally, in the preparing stage, the students conduct an interview/internship with a person working in the job they have chosen, re-evaluate their job decision in light of the information gained and develop a program to bring them closer to their career goal. A recycling through the process may help students further expand career information or it may help them expand information in other areas of their life. The process must be used to be maintained.

Through the skill process presented in the CAST program the students learn the skills of how to learn about and plan for their careers. These skills will help students increase their career and life choices. CAST students do not have to rely on chance to dictate their fates, they have skills to maximize their successes!

PURPOSE OF THE MANUAL

Lesson Plan Guide

This manual is meant to be a guide for you, the teacher and/or counselor. It focuses on daily classroom activities, but includes additional support programs and resources. It is not intended to be complete, but serves as a core program around which you, as a resourceful and creative teacher, can build and expand where necessary to meet the needs of your students. This manual is written not to represent a finished product, but to demonstrate a program which is living, growing and changing. It recognizes and encourages the contributions of each of you who deliver it.

Training

These lesson plans are not intended to stand alone, but to provide a means by which you, the teacher and/or counselor, trained in both the career skills of expanding, narrowing and preparing and the human skills of attending, observing, listening and responding, can extend these skills to your students. It is essential that you be able to perform the skills you are teaching your students! Therefore, an inservice training program is essential for all of you who plan to deliver the CAST program. (A recommended training format, procedures and materials are included in Appendix 123A of this manual.) The better skilled you are in exploring, understanding and delivering the program, the better your students will be able to perform the skills.

If for some reason it is absolutely impossible for you to receive inservice training, and you are willing to put in hours of individual work and study, the following suggestions will help you prepare for the CAST program delivery:

1. Start early. Delivering the CAST program requires much advance preparation and organization, but it will pay off.
2. Go through the book as one of your students. The best way to become familiar with the program is to go through each of the steps yourself before you teach it. This process will also help you to anticipate your students' needs more effectively.
3. The following books are a reading must![3]

   The Art of Helping - This book will help you in interacting with your students as well as in teaching them the human or interpersonal skills they will use on their interview-internship.

   The Art of Teaching - This book will help you in understanding the human or interpersonal skills from a teacher's perspective and will also help when teaching program development which is part of the preparing phase.

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[3]Author and publishing information can be found in Appendix 128A.

The Art of Developing a Career - This book is meant to be used with high school students and adults. It will help you gain a perspective of the total skill program of which the junior high program is only a part. In addition, the career decision-making process is explained very well.

How 'Who' Develops His Career, 1973 - Junior High - The lesson plans in this manual frequently refer to this book, which presents the career skills in a comic book format. This format provides: 1) an excellent visual aid for you in your understanding of the CAST program and, 2) a good preview and review of the skills for your students.

How 'Who' Finds His First Job, 1973 - Elementary - This book is a simplified version of the junior high book mentioned above. It is very helpful to use with those students who can not handle the skills at the level they are presented in this lesson plan manual.

The Art of Problem Solving - This book is helpful for those of you, particularly counselors, who want to help your students push the career decision-making process into the broader context of problem solving. For those students who readily learn the decision-making process, this book is excellent for helping them extend their skills into another area.

Format Design

The lesson plan book is set up systematically. First you will find the CAST Overview Chart, which is a schematic drawing of the CAST program cycle. Then, on the three following pages you will find, 1) the goals of the program on the CAST Step Chart, 2) each goal and its respective performance objectives, and 3) the Student Question Step Chart which presents student questions related to each goal and some performance objectives. These four pages combined should give you a preview of where the program begins, where it leads and how it proceeds.

The instructional procedure is well detailed on each lesson plan page. Each component is

explained below:

Goal - Next to the word Goal, you will find a statement and then, a question of the goal. The questions are presented from the student's frame of reference and serve as questions they should be finding answers to as they proceed through the program.

Principle - This gives the reason for the lesson and relates the day's skill to a larger program goal.

Performance Objective - This describes what skill the students will be doing and how they will be expected to do it.

Materials - This section references all the materials necessary for this lesson.

Methods and Procedures - These are the steps which you follow in delivering the lesson.

Notes and Evaluation - This section is used for your plans, changes and/or additions before or after using the lesson.

Check Steps - These are evaluation questions which you should give to the students, so that they can evaluate if they have performed the skill correctly.

Additional Suggestions or Information - These are helpful hints for you to use in delivering the lesson or in applying the skill in another area.

Instructional Format

The following procedure is suggested in the delivery of each lesson:

Review - so students know where they were yesterday. (Refer to CAST Step Chart.) You or the students:

1. Present yesterday's student question and skill objective.
2. Steps taken to reach objective.

3. Definition of terms.
4. Principle of yesterday's skill.
5. Check steps. (What questions do I ask myself to know I'm doing the skill right?)

Preview - so students know where they are going.

1. Present today's student question, objective and principle.

Exercise - so students know how they will get there.

1. Tell and demonstrate each step of the program.
2. Have the students do each step with you.

Practice - so students will learn the skills.

1. Have the students practice the skill in as many ways and as many times as is possible.
2. The more times they can use the skill, the greater their chances of "owning" it.

Summary - so students know where they have been today and how that relates to where they are going tomorrow. You or the students:

1. Show on CAST Step Chart, where we were, where we are now (skill) and what steps we took to get there.
2. Present principle.
3. Present check steps.
4. Refer to CAST Overview Chart which is permanently up in the room.
5. Leave them with something that makes them curious about what will be happening tomorrow. (Perhaps tomorrow's student question.)

Support People

Many support personnel and organizations can contribute a great deal to the delivery of CAST. For example, parents, the librarian, school and community organizations, the Chamber of Commerce and other

service clubs should not be overlooked as resources, both for research and for the interviews. Parents should be involved in the program wherever possible, from the beginning, both for the help they can provide in implementing the curriculum and for the help they can provide their child. (See Appendix 90A-101A for suggested parent programs.)

In delivering the CAST program, you and the counselor can work together as a team, each contributing from the richness and uniqueness of your own background. You are involved in delivering the skills to the students as a group. The counselor is involved in meeting individually with students to provide specific information, guidance and reinforcement in the light of students' needs. (See Appendix 102A-108A for Counselor Programs.)

Support Program

You should evaluate all existing school programs for their possible relationships in supporting the CAST program. For example, you might have after school clubs, career days, hobby shows, volunteer groups, etc., that would help the students practice their skills and expand their information.

To help students explore their interests in relationship to jobs, we simplified and computerized Dr. John Holland's Self Directed Search[4]. We called it Computer Assisted Occupational Search (CAOS) and piloted it with our junior high school students. A copy of the material can be found in Appendix 83A-89A. (More information on the technical aspect of the computer program is found in the Phase III Report.)

Internship-Interview

The internship-interview is the heart of the CAST program. It allows the students to apply the human or interpersonal skills they have learned to expand job information using a people source. It allows them a realistic view of a working environment, a worker and the work to be done. With this

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[4]Dr. John Holland, Self Directed Search, Consulting Psychologists' Press, 1970.

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information they can now verify the accuracy of their original information. Thus, the internship experience makes the decision-making process real for the students. (The internship program is described in Appendix 110A-123A.)

GENERAL DELIVERY SUGGESTIONS

Scheduling is Important

The lessons were designed to be completed within a three-week block, although it is possible that the amount of time actually needed would vary from class to class. After experimenting with other schedules for delivering these skills, e.g., once or twice a week, it was felt that the continuity would be more efficiently carried out if the lessons were taught daily. These lessons can readily be integrated with the skills being developed in social studies or language arts classes. (See Appendix 108A for an example.) Also, you might want to have the students study careers related to your content area. (See Master Chart of Careers Related to Subject Areas, Appendix 56A-82A.) If you are teaching CAST for the first time, we urge you to stick closely to the lessons as they are presented in this manual; then expand or revise as you see fit later.

Process is the Key

It cannot be over emphasized that this curriculum is concerned with skill development. That is why the lessons are activity oriented. Therefore, stress should be placed on the processes, rather than the specific information or chart completion for any lesson. For instance, students need not be pressured into accepting rigid definitions of categories, but should be encouraged to develop their own definitions and be able to justify why they might, as an example, place a job into one category rather than another. Their reasons will help you understand how they perceive their world. If you explore their response you will soon find out what they know and what they want and need to learn.

Motivation is Critical

Motivation is a many-sided aspect of this program. At the outset, and throughout the program, students will need to have reasons (principles) for learning career skills. At the same time, by participating in the program, students will hopefully be motivated to expand their skills and their horizons beyond the scope of these pages. Another important part of motivation is building in success for every student so that each student receives positive reinforcement each day.

Group Work is Emphasized

We strongly encourage as much group activity as possible: for sharing, for research, for developing projects, bulletin boards, interest centers, for providing helpers for slow readers, and for providing leadership opportunities for capable students.

Evaluation is Continuous

If students keep their work in individual folders, then they have access to previous information at all times, so that they and you can evaluate daily progress from one goal to the next. Their check steps serve as their daily self evaluation. For an overall evaluation, it is suggested that you develop questions (asking students to perform or use their skills) at the end of each of the three phases - Expanding, Narrowing and Preparing.

ACKNOWLEDGEMENTS

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Judy Battenschlag, Director of CAST Program

*These people were trainers for the CAST program 1973 - 1974.

Introduction to Lower and Upper Elementary Lesson Plan Manuals

Following the two-year development and implementation of the Career Achievement Skills Training Program (C.A.S.T.) in Pontiac, the lower elementary lesson plan manual was written by first grade teachers Sandra Buck and Peggy VanHull and the upper elementary lesson plans were written by CAST trainers, Linda Phillips and Deane Safir. These plans were based upon their own experiences and upon the input and experiences of the other teachers and counselors who delivered the CAST program to elementary students.

These lesson plans represent the developmental process used to teach students the skills and programs they need to make better life decisions.

As in the junior high and senior high school version, the elementary lesson plans teach students to expand information about themselves and about jobs, narrow their choice of jobs according to their interests, conduct interviews with workers on the job, develop programs to help them reach their goals, and to re-evaluate their decision, or choice according to the information they have obtained. They also learn to transfer the skills they have learned in the career program to other areas, in and out of school.

Due to the ages and experiences of the students, the objectives differ to some extent, as do the sequence of the objectives and the methods used to teach those objectives. To give you an overview of the curriculum sequence, you should check the CAST Overview Charts and the goals and objectives for Lower Elementary, Upper Elementary and Junior High. At the Lower Elementary level the career skills have been prefaced with question word activities (goal 1.0) and self-awareness activities which are geared to prepare youngsters for many of the objectives which follow. It would be helpful to continue such activities periodically throughout the unit. They can easily be integrated into regular subject areas.

It is recommended that a teacher using this curriculum begin having role models come into the classroom to speak to the students as soon as possible. (See Use of Role Models, Appendix, p. 12C.) For students at the K-3 level, it is better to have a role model and field trip program, if possible, rather than try to place students in an internship/interview situation. If role models come before the lessons which pertain

to them, be sure to record information gained from the interview, for later reference. Role model interviews may be as numerous as desired. Many role models can be found right in the school (teacher, principal, secretary, nurse, engineer, etc.).

The curriculum at the lower elementary level is basically used to help students develop more self-awareness and awareness of the world around them.

The upper elementary curriculum is written to help students not only to become more aware of themselves, but to develop a better understanding of themselves. Students are taken through a decision-making process where they begin to relate their understanding of what's important to them, to the information they have acquired about jobs.

At whatever level the CAST curriculum is taught, it is important that parents be involved. This should be done at the beginning of the program and continuously throughout your delivery. Parents can be used as role models, to go on field trips, as resource people, etc. (See Parent Programs, Appendix, 90A - 100A.)

It is necessary to read the Foreword, Purpose of CAST, Purpose and Use of Manual, and General Delivery Suggestions. These sections are found at the beginning of the junior high section of the CAST curriculum manual. They apply to the delivery of the elementary sections of the CAST program, as well as to the junior high section, with the exception of the suggestions.

Read through the units at least once before beginning, to familiarize yourself with the process. Each goal serves as an integral stepping stone, creating the process of:

EXPLORATION ⟶ UNDERSTANDING ⟶ ACTION

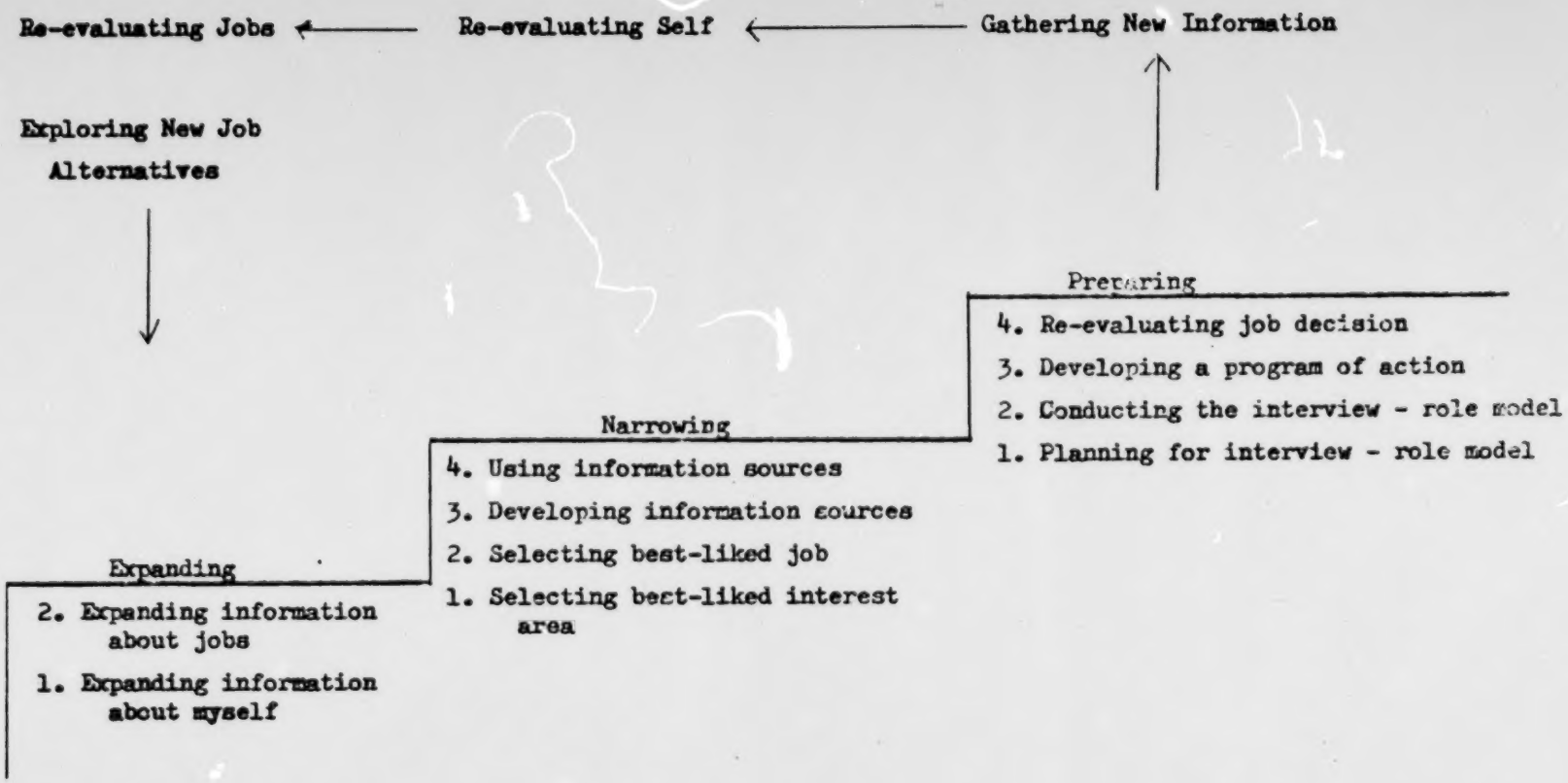
so it is necessary to follow the sequence.

By following the suggested lesson plan for each objective, both the lower and upper elementary curriculum could be taught on the basis of twice a week, over a period of one semester or taught every day, the lesson could be completed within a two-month block of time. Additional suggestions for teaching each objective are given at the bottom of each lesson plan, so that the basic curriculum can be expanded.

You may adapt other methods or materials to the lesson wherever preferred. Variety is encouraged and lessons need not be completed in one period. Take whatever time is needed.

CAST OVERVIEW CHART

Lower Elementary



CAST Step Chart -- Lower Elementary

Preparing

13.0 Re-evaluating job choice based on gathered information.
12.0 Developing a 3-step program to work on a needed skill.
11.0 Conducting role model interviews.
10.0 Preparing for role model program.

Narrowing

9.0 Gathering information about jobs.
8.0 Generating questions.
7.0 Selecting two sources of information to use.
6.0 Developing information sources.
5.0 Narrowing occupations by interest.

Expanding

4.0 Classifying jobs by four interest areas: People, Things, Indoor, Outdoor.
3.0 Expanding job titles.
2.0 Expanding information about myself.
1.0 Using question words.

Student Question Step Chart

Lower Elementary

13.2 What steps did I take to make my job choice?

13.0 How can I re-evaluate my job?

12.5 What is a principle?

12.3 How do I write a program?

12.2 What is a program?

12.0 What skill do I need for my job?

11.0 What can I learn from asking questions of a role model?

10.0 What do I need to prepare for an interview?

9.0 Do I still like this job?

8.0 What skill do I need for my job?

7.0 What can I learn about my job?

6.0 Where can I find out about my job?

5.0 Which interest area do I like best?

4.0 What interest areas are there?

3.0 How many job titles can I name?

2.2 What is important to me?

2.0 What do I need to know about myself?

Goal 1.0 What words will help me ask good questions?

What are we going to do?

Goals and Performance Objectives for CAST

(Lower Elementary)

Introductory Lesson -

Expanding

1.0 Using question words who, what, where, when, how, why

1.1 Given question words students will learn and use them.

2.0 Expanding information about myself

2.1 Given question words, student will tell at least five ways in which he is like other students in his class.

2.2 Given question words, student will tell at least five ways in which he is different from other students in his class.

2.3 Given question, "What is important to me?" student will tell at least two things which are important to him/her.

2.4 Given words "best, better and can't," student will give at least one response for each.

3.0 Expanding Job Titles

3.1 Given a list of five action words (verbs) the class will add fifteen action words, each answering the question, "What do people do?"

3.2 Given the list to twenty action words (verbs), the class will be able to give two job titles for each verb to answer the question, "Who (verb(s)?"

4.0 Classifying jobs under four headings of People, Things, and then Indoor, Outdoor

4.1 Given the list of jobs generated from Goal 3, the students will classify job titles under the headings People-Things.

4.2 Given the list of People-Things jobs, the class will divide each list into Indoor-Outdoor jobs.

Narrowing

5.0 Narrowing occupations by interest

5.1 Given the four categories from goal 4, each student will choose one of four categories to explore.

5.2 Given their chosen category, each student will choose one job to explore.

6.0 Developing Information Sources

6.1 Given examples of information sources, class will generate list of information sources.

6.2 Given list of sources class will classify information sources into "People" sources and "Thing" sources.

7.0 Narrowing-selecting two sources to use

7.1 Given a list of sources, student groups will determine two sources for information about their job choices.

8.0 Generating questions

8.1 Given question words, student groups will generate list of questions (at least one for each question word) to use for gathering information.

9.0 Gathering information about jobs using a Thing source

9.1 Given a Thing source, students will find answers to list of questions.

Preparing

10.0 Preparing for role model interview

10.1 Given at least one question for a role model, each student will practice asking it and listening to an answer.

11.0 Conducting role model interview

11.1 Given practiced questions, students will interview a role model to obtain answers.

12.0 Developing a three-step program to work on a needed skill

12.1 Using information about his job, each group will identify a skill needed for their job.

12.2 Students will write a program together for gaining a common skill.

12.3 Given a problem, students will write three steps (last, first, and one mid-step) for their individual programs.

12.4 Given the format, If _____, then _____, so that _____, the student will state a needed skill and write the last, first, and mid-step for a program to work on skills.

12.5 Student will write one principle by himself.

13.0 Re-evaluating job choice based on gathered information

13.1 Given his gathered information about his job, the student will state whether he still would choose his job or not and why.

13.2 Given individual folders, students will be able to state how to make another job choice using as many goals learned previously.

GOAL: Introductory lesson to provide overview of CAST program. (What are we going to do?)

PRINCIPLE: If I know what I will be learning, then I can prepare myself, so that I will learn as much as I can.

OBJECTIVE: Given job pictures and a career road map, the student will make a career folder for his papers and worksheets.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Job pictures from magazines, career kits, or Peabody Language Kit Career Road Map Chart or bulletin board, (Appendix, p. 12B) Career Road Map for each student Construction paper	1. Display job pictures in the front of the room. 2. Tell students to look at the pictures. See if they can name what the worker is doing. 3. Tell them that they will be learning about jobs and workers for the next few weeks (or months, depending on class schedule). 4. Pass out the career road map* to each student. 5. Explain to students that they will be traveling the career road; in every lesson they will travel a little further - First, they will <u>expand</u> all the jobs they know about, next those they don't know about, then they will <u>narrow</u> to one job they want to know more about and finally they <u>prepare</u> to interview a worker who comes to school (follow steps on career road map). 6. Have students make career folders out of construction paper to keep all their career papers and worksheets in.	

<u>CHECK STEPS</u> Step 5: Did I follow the career road map?
Step 6: Have I made a career folder for my papers?

<u>ADDITIONAL SUGGESTIONS OR INFORMATION:</u>

*The career road map can be put on a chart or made into a bulletin board. For a bulletin board career road map, each student can make a car with himself as the driver and put his car on the career road map. He moves his car on the bulletin board along the road as the program progresses.

GOAL: Introductory Lesson (cont.)

PRINCIPLE:

OBJECTIVE:

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Crayons	7. Students should mark CAREERS on their folders with crayons. 8. Students should put their career road maps in their folders.	

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

Students can draw pictures of workers for their career folders.

EXPANDING

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GOAL: 1.0 Using question words who, what, where, when, how, why. (What words will help me ask good questions?)

PRINCIPLE: If I can learn to use question words, then I can ask good questions, so that I will find out what I need to know.

OBJECTIVE: 1.1 Given question words students will learn and use them.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chalkboard, tape, human interest pictures, reading texts, experience chart, writing paper, flash cards (IBM or Index)	1. Introduce who, what, where, when, how, why. Write on board. 2. Ask: How are these alike? When do we use them? 3. Practice forming question sentences: -In groups -On tape -Using pictures -Using experience chart -About class activities -About each other -On manuscript paper 4. Learn to recognize words: -Flash cards -Spelling exercise 5. Write 10 or more of a, b, c (below) on IBM cards: a. A boy, the cat, an elephant (2 words--who) b. Jumps, hides, crawls (1 word--what) c. In a pool, on the tree, under a chair (3 words--where) 6. Pass out to class.	Integrated with oral language, writing and reading

CHECK STEPS

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 1.0 (cont.)

PRINCIPLE:

OBJECTIVE: 1.1 (cont.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
3 small containers labeled Who--2 words, What--1 word, Where--3 words Experience Chart Crayons or paint and paper	7. Ask children to look at their card and see if it has 1, 2 or 3 words on it. 8. Have cards read aloud and deposited into labeled boxes. 9. Over several days time, 1-2 weeks, set aside a special time in the day to allow 1 or 2 students to pick a card from each box and put together in a sentence. Help children read their sentence to the class. Copy sentences on Experience Chart with child's name following. 10. Have students copy their sentences on drawing paper and make a picture about their sentences.	Counted May get funny combinations like "A woman barks under a bridge." Writing, Reading Art

CHECK STEPS
Step 7: How many words are on my card?
Step 8: Did I put it in the right box?
Step 10: Did I copy my sentence on paper and draw a picture about it?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 2.0 Expanding information about myself. (What do I need to know about myself?)

PRINCIPLE: If I can tell five ways in which I am like other students in my class, then I can understand myself better, so that I can make better decisions.

OBJECTIVE: 2.1 Given question words, student will tell at least five ways in which he is like other students in his class.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Large paper and art materials Mirrors Music or record	1. Each student makes picture of himself. May be life size cutouts or smaller self portraits (for self portrait use hand mirrors to check shape of face, color of eyes, hair, shape of nose, eyebrows, etc.). 2. Display pictures. Discuss similar things seen. (i.e. 2 eyes, sets of brown eyes, long hair.) 3. Play action game song like Come On and Join Into the Game which says - 1) Let everyone clap hands like me. 2) Let everyone jump up like me. 3) Let everyone laugh like me. 4. Use record to skip, march, hop, etc. 5. Dis[illegible]ysical actions we can all do.	First page of folder - I am (student's name) What do I look like? Who is like me? How are we alike? or Why do we look alike? What can we do alike?

CHECK STEPS Step 2: Did I find 5 ways I am like others?
Step 5: Did I use question words?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Films: People Are Different and Alike, Units: I Do Declare, I Am Aware, Just Me

GOAL: 2.0 Exploring self. (What is important to me?)

PRINCIPLE: If I can tell five ways in which I am different from other students, then I can understand myself better, so that I can make better decisions.

OBJECTIVE: 2.2 Given question words student will tell at least five ways in which he is different from other students in his class.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Self portrait from 2.1	1. Look again at self portraits for differences. 2. Discuss physical abilities. Each student tells if he can swim, skate, ride a bike, dance, ride a horse, turn flips, etc. Look for differences. 3. May want to have each act out physical ability (hop and twirl or stand on head). 4. Ask students to tell 5 ways they are different from other students in class.	Use question words again. Who can _____? What trick can I do that you can't?

CHECK STEPS
Step 1: Did I use question words?
Step 2: What can I do?
How am I different from others?
Step 4: Can I tell 5 ways in which I am different from other students?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 2.0 Exploring self. (What is important to me?)

PRINCIPLE: If I can tell two things that are important to me, then I will be able to understand myself better, so that I can make better decisions.

OBJECTIVE: 2.3 Given question, "What is important to me?", student will tell at least two things which are important to him/her.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chart paper and marker Large drawing paper, pencils and crayons	1. Class thinks of things important to them. Teacher writes on chart paper, "The most important thing to (who) is (what)." Ask children to read and fill in blanks. Teacher records list: John _____ baseball. Jill _____ mother. 2. Each child writes sentence and fills in blanks. Illustrate. Share class.	This is a good language arts lesson. Second page of folder Teacher help students read their sentences.

CHECK STEPS Step 2: Did I read my sentence?
Did teacher record my answers?
Did I name the thing I like best?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Book - What's So Important About?

GOAL: 2.0 Exploring self. (What is important to me?)

PRINCIPLE: If I can tell two things I can do and one I can't do yet, then I can understand myself better, so that I can make better decisions.

OBJECTIVE: 2.4 Given words "best, better and can't", student will give at least one response for each.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chart paper or blackboard Large drawing paper with #2 sentences dittoed on	1. Introduce words best, better and can't, i.e. (What can you do best?) 2. Discuss sentences written on board (or chart paper). I can (jump) best. I want to (run) better. I can't (stand on my head). 3. Have a few children volunteer to read sentences and fill in blanks. 4. Each child fills in blanks with words or pictures. Share with class by reading and showing own paper.	Good vocabulary lesson Good reading and writing lesson Third page in folder

CHECK STEPS Step 3: Did I get a chance to answer the questions?
Step 4: Did I give one answer for best, better and can't? Does my answer for best mean I can do it? Does my answer for better mean I want to do more? Does my answer for can't mean I want to learn to do it?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 3.0 Expanding job titles. (How many job titles can I name?)

PRINCIPLE: If I can think of many job titles, then I will have a wider choice of job titles from which to explore, so that I can begin to narrow my job choice.

OBJECTIVE: 3.1 Given a list of five action words (verbs) the class will add fifteen action words, each answering the question, "What do people do?"

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Pictures of workers in action. Cut from magazines or from Peabody Kit or other career units or SVE charts. Experience Chart or large paper and marker	1. Tell students to look at the pictures on display. Think of one word for each picture which tells, "What is that person doing?" 2. Call on students to respond verbally to No. 1. Write all action words from each picture on chart. (Should have at least 5 pictures.) 3. After all verbs are listed from pictures, ask students to "do" something (one at a time). Have the rest of the class guess. Add those verbs to list. 4. As a summary, let students read a word from chart if they can. Teacher helps read others. 5. Ask each student to answer, "What do people do?"	This is a good Language Arts lesson. Put only 5 words on each large page, so this lesson can be used in P.O. 2.2. Leave room for job titles to go with verbs. Use as many pages as needed. (Children begin using word attack skills.)

CHECK STEPS

Step 1: Can I see the pictures? Do we have at least 5 pictures?
Did I get a chance to respond to question, "What is that person doing?"

Step 2: Do we have 20 verbs recorded?

ADDITIONAL SUGGESTIONS OR INFORMATION:

May want to use Richard Scary's book, What Do People Do? May like additional activity making pictures of person who works in my family. Teacher writes this on picture with student dictating: "My (person) (action verb). He is a (job title).

GOAL: 3.0 Expanding job titles. (How many job titles can I name?)

PRINCIPLE: If I can think of many job titles, then I will have a wider choice of job titles from which to explore, so that I can begin to narrow my job choice.

OBJECTIVE: 3.2 Given the list to twenty action words (verbs), the class will be able to give two job titles for each verb to answer the question, "Who (verb)?"

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Use charts from 3.1 May use pictures of workers pulled from a box or upside down pile. May use job titles printed on slips of paper--choose at random. Activity Sheet 1B.	1. Discuss with class what is on the pages now (action verbs). 2. Pick a verb from chart, i.e. paint. Ask class, "Who paints?" Record answer (house painter). "Is there anyone else who paints?" (Artist, interior decorator, furniture refinisher, toy maker, etc.) Record answers next to verb. 3. Repeat 2 above. Teacher directed. 4. Say each verb on list. Have class generate 2 job titles for each. Record. If no titles can be thought of for a verb, go on to next verb. 5. This time have students act out job titles (by doing) and have rest of class guess. 6. Using activity sheet 1B students answer, "Who (verb)? and draw picture of worker. Teacher records job titles under each child's picture.	4th page in folder

CHECK STEPS Step 4: Do we have 2 job titles for each?
Does each word name a job?

ADDITIONAL SUGGESTIONS OR INFORMATION:

A. The room at this point should reflect the study of career. Display pictures, books and other information stories.
B. At least once a week, the class could discuss for 15 minutes groups of workers. Examples: "Who helps get pumpkins to us to use as a Jack-O-Lantern?", "Who keeps this building clean?", "Who helped make your new car?", "Who helps Santa Claus?", "Who makes valentines?"

GOAL: 4.0 Classifying jobs under four headings of People, Things and then Indoor, Outdoor. (What interest areas are there?)

PRINCIPLE: If I can separate jobs into interest areas, then I will be able to discover many jobs in each interest area, so that I can use my interests to help me pick a job.

OBJECTIVE: 4.1 Given the list of jobs generated from Goal 3, the students will classify job titles under the headings People-Things.

4.2 Given the list of People-Things jobs, the class will divide each list into Indoor-Outdoor jobs.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
List of jobs from Goal 3 or Magazine cut-outs of workers or Career finger puppets (Scholastic Magazine) 2 small boxes labeled People and and Things Label with magic markers and glue appropriate magazine pictures on 4 small boxes: People- Indoor People- Outdoor Things- Indoor Things- Outdoor	1. If using job list, have titles copied down on IBM or index cards (1 per card) by students. 2. Pass out cards, magazine pictures or puppets at random to class. 3. Ask students to look at their samples and decide if the worker works most of the time with People or Things. 4. Have students, 1 at a time, identify their People jobs and drop into box. Do same with Things jobs. 5. Divide class into 2 groups and pass out People jobs to one and Things jobs to other group. 6. Have students decide whether their examples work Inside or Outside most of the time and deposit items into boxes.	

CHECK STEPS Step 4: Do we have each job title in a box? Does each title belong in its box? Do the People jobs work with people most of the time? Do the Things jobs most of the time?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Some students may differ on where a job title fits best, i.e. policeman could be People or Things--Outdoor or Indoor; pilot could be Indoor or Outdoor. In such cases students may wish to have duplicates made of that job.

NARROWING

GOAL: 5.0 Narrowing occupations by interest. (Which interest area do I like best?)

PRINCIPLE: If I can choose one job category that interests me, then I can narrow the number of job titles I need to explore, so that I can select a job that suits me best.

OBJECTIVE: 5.1 Given the 4 categories from Goal 4.0, each student will choose 1 of 4 categories to explore.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
The 4 boxes of job titles labeled: People - Indoor People - Outdoor Things - Indoor Things - Outdoor Chart paper Activity sheet 2B	1. Review the 4 categories. Have students respond to question, "Which category interests you most?" by stepping in or holding up box. Then tell why he chose that one. 2. Record each child's name and category choice. 3. Students record choices on activity sheet 2B.	Leave room for first job title to explore. Page 5 in folder.

CHECK STEPS Step 1: Did I choose 1 category? Which do I like best: Working with people or working with things? Working indoors or working outdoors?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 5.0 Narrowing occupations by interest. (Which interest area do I like best?)

PRINCIPLE: If I can pick one job title from a chosen category, then I can begin exploring that job which interests me, so that I can find out more about my job.

OBJECTIVE: 5.2 Given their chosen category, each student will choose one job to explore.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Boxes from P.O. 5.1 and chart with recorded choices of categories. Activity sheet 3B	1. Have children group according to interest area (category choice). 2. Each group should select 1 job from their interest area to explore. 3. Each student draws picture on activity sheet of his groups' job choice.	May need more than 1 group per category. Page 6 in folder.

CHECK STEPS Step 1: Am I in the group connected with my interest area?
Step 2: Did my group select a job to explore?

ADDITIONAL SUGGESTIONS OR INFORMATION:

May have to do group work while rest of class does something else if category choices are not divided evenly or if you want smaller groups. If some students should be unhappy about their groups job choice, use judgment as to whether additional groups could be handled. Five or six groups as limit is recommended.

GOAL: 6.0 Developing information sources. (Where can I find out about my job?)

PRINCIPLE: If I can make a list of information sources, then I can use these sources, so that I can find out more about my job.

OBJECTIVE: 6.1 Given examples of information sources, class will generate list of information sources.
6.2 Given list of sources class will classify information sources into "People" sources and "Things" sources.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Tape, filmstrip, movie, film, posters, books, encyclopedias, magazines, newspapers, pictures of TV and radio, etc. Try to get pictures which suggest they are the following people: parents, relatives, principal, librarian, workers, themselves **Chart paper**	1. Arrange items and pictures from materials list on large display table. 2. Ask children, 1 at a time to identify what could help him to find out about his job. Include every item. or 3. Play guessing game, I Spy, i.e. I spy something black and white. It is made of paper and can be picked up with one hand. It has words and pictures on it. Include every item. 4. Separate materials onto 2 tables. One for People sources and one for Things sources. (Students do.) 5. As children dictate, write sources onto chart paper under headings People and Things.	Oral Language

CHECK STEPS Step 5: Is every item from the display listed on chart paper for later reference?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Children might help find pictures needed above. If possible, save the display tables to use with next goal (7.1).

GOAL: 7.0 Narrowing - selecting two sources to use. (What can I learn about my job?)

PRINCIPLE: If I can choose two sources of information about my job, then I can use these sources, so that I can find out more about my job.

OBJECTIVE: 7.1 Given a list of sources, student groups will determine two sources for information about their job choices.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
List of sources from P.O. 6.2. Display tables of People & Things Sources Individual Career folders Activity Sheet 4B	1. Interest groups will pick 2 sources to help them find out about their job. 2. Students ask themselves check steps and reselect sources if necessary. 3. Students will find their two sources on the chart and read aloud. Then they will copy their sources down on form to be kept in their career folder. (Teacher should keep record also.)	Students who have identical job choices might work together. 7th page in folder.

CHECK STEPS Step 1: Do we have 2 sources which will tell us about our job?
Step 2: Did we think about each source before choosing the 2 which would help us most?

ADDITIONAL SUGGESTIONS OR INFORMATION:

If possible, it would help to have the display table from P.O. 6.2 along with the written source chart.

GOAL: 8.0 Generating questions. (What skill do I need for my job?)

PRINCIPLE: If I can ask one question for each question word, then I can find out more about my job, so that I can tell if this job really suits me best.

OBJECTIVE: 8.1 Given question words, student groups will generate list of questions (at least one for each question word) to use for gathering information.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Colored tag board cards with question words written on Chart paper Activity sheet 5B with space to write 2 questions for each question word.	1. Children practice identifying question words. Who, what, where, when, how, why. 2. Children begin with Who - orally state question they will ask their sources. Continue with rest of question words. 3. On chart paper teacher will copy each group's questions so that child can copy his question on ditto form to be kept in his folder. Leave room on chart to later fill in answers.	Flash cards of question words Other game Do with one interest group at a time.

CHECK STEPS Step 1: Do I have 1 or more questions for each question word?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Might like to have each group who is not working with the teacher make a mural of all the things they think their workers might do. Could check visual thing sources gathered ahead of time by teacher.

GOAL: 9.0 Gathering information about jobs using a Things source. (Do I still like this job?)

PRINCIPLE: If I can use a Things source to find the answers to my list of questions, then I'll find out more about my job, so that I can tell if this job really suits me best.

OBJECTIVE: 9.1 Given a Things source, students will find answers to list of questions.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Things sources Chart of questions from P.O. 8.1 Activity Sheet 5B	1. Teacher will present to class a Things source such as film or book which applies to one group's job choice. i.e. Show film about policeman, then read group's list of questions on chart and have children verbalize what the answers are. 2. Teacher records answers in space under questions on chart and students in group copy answers in their activity sheet. 3. Do same for other interest groups.	Keep answers as brief as possible.

CHECK STEPS Step 1: Can I answer questions about my job?
Step 2: Did I copy the answer on my Activity Sheet?

ADDITIONAL SUGGESTIONS OR INFORMATION:

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PREPARING

GOAL: 10.0 Preparing for role model interview. (What do I need to do to prepare for an interview?)

PRINCIPLE: If I can practice asking my question and listening to an answer, then I will be better prepared for my role model interview, so that I can conduct a good interview and gain information about my job.

OBJECTIVE: 10.1 Given at least one question for a role model, each student will practice asking it and listening to an answer.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chart of questions from P.O. 8.1 Toy Telephone	1. Teacher will assign at least 1 question from the group's list to each group member. 2. Students will practice their questions with partners pretending to be role models or using telephone in front of class. Likewise, they will practice listening and repeating partners answers. 3. As students practice their interviewing, they should practice attending to each other, so that they can attend to the role model. Attending (giving the role model your full, undivided attention) is done by maintaining eye contact and leaning toward the person you're interviewing and listening to.	Could use tape recorder to see "how well did I listen?"

CHECK STEPS Step 2: Do I know my question by heart?
Did I listen to the answer?
Can I repeat the answer?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Those who seem to be bashful about participating could be assigned a back-up buddy to ask their question.
For more information on attending, see The Art of Helping, Robert Carkhuff, Human Resource Development Press, Amherst, Massachusetts 01002.

GOAL: 11.0 Conducting role model interview. (What can I learn from asking questions of a role model?)

PRINCIPLE: If I can interview a role model, then I can get information about a job, so I can see if this is the best job for me.

OBJECTIVE: 11.1 Given practiced questions, students will interview a role model to obtain answers.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Role model Tape recorder or chart paper Activity sheet 5B or Teachers Chart (P.O. 8.1)	1. Members of a group will ask their questions when their role model visits. 2. Teacher asks what skills the role model needs to do his job. 3. Teacher records answers. 4. Students compare role model answers to Things sources answers gotten earlier.	

CHECK STEPS Step 1: Did we ask at least 6 questions?
Step 4: How were our role models' answers different from our Things source answers?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 12.0 Developing a three-step program to work on a needed skill. (What skill do I need for my job?)

PRINCIPLE: If I can identify a skill needed for my job, then I can write a program, so that I will be better prepared for my job, so that I can reach my goals.

OBJECTIVE: 12.1 Using information about his job, each group will identify a skill needed for their job.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Paper or chart	1. When gathering information about jobs, each group should ask, "What skill could we work on NOW, that would help us get ready for this job?" Record the skill to be used in P.O. 12.4.	

CHECK STEPS Step 1: Did we ask our role model this question?

ADDITIONAL SUGGESTIONS OR INFORMATION:

If role models appear early in the year, teacher should ask about skill and record it for later use.

GOAL: 12.0 Developing a three-step program to work on a needed skill. (What is a program?)

PRINCIPLE: If I can write a program with my classmates to learn a skill, then I can get some practice before writing my own, so that I can reach my goals.

OBJECTIVE: 12.2 Students will write a program together for gaining a common skill. (i.e. How to sharpen a pencil.)

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chart paper and marker 3. Sharp Pencil 2. _____ 1. Get pencil that needs sharpening (May need additional materials in order to carry out new programs made up by class.)	1. Tell class that you will help them write a program which will tell someone (perhaps a younger borther or sister) how to sharpen a pencil. Write goal (sharp pencil) in upper right corner of chart paper. This is last step of program. Ask for suggestions. (Find a pencil or locate sharpener.) Write first step in lower left corner of chart paper. Generate suggestions for action steps which might go between first and last steps. Now try to write steps in order on chart--children dictate them. Get one child to try out the program exactly as written. Make changes, if necessary. 2. Next class meeting, write another program together. Have children think of something they know how to do and can tell someone else how to do. (i.e. How to pump up a bike tire or how to make a paper chair.) Repeat procedure of Step 1.	A program is a step-by-step way to reach a goal.

CHECK STEPS Step 1: Is goal the last program step?
Is the first step so easy anyone can do it?
Did we check out the program by doing it?

ADDITIONAL SUGGESTIONS OR INFORMATION:

If class needs more practice in writing programs, repeat **Step 2.** You should find this a high interest lesson and good for verbal sequence practice.

GOAL: 12.0 Developing a three-step program to work on a needed skill. (How do I write a program?)

PRINCIPLE: If I can write the last step, first step and a mid-step for a program, then I will be better prepared to write a whole program, so that I can reach my goals.

OBJECTIVE: 12.3 Given a problem, students will write three steps (last, first and one mid-step) for their individual programs.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
8 x 10" paper for each child Problem: Don't listen Goal: To listen better Mid-Step: _____ First Step: _____ Activity Sheet 6B	1. Each child should write (or dictate) a problem they have.* Put it at the top of the page. Figure out goal (or last step) of program to solve that problem. Write this under the problem. Now think of easy first step. Put that on bottom of page. Think of any mid-step and write that in the middle. Share the results with the whole class. Children go over check steps with each paper. 2. A recipe book may be helpful in writing programs. Each child writes his own--class rechecks--all try out programs at home. Example: First step: Get a pan. Last step: Eat the cake.	Teacher directs as children write. Leaders may be needed to write for others who are still at the dictating stage. You may need to do this on another day or check 5 programs a day for a week.

CHECK STEPS Step 1: Will goal solve my problem? Can anyone do the first step? Is goal the last step? Is first step very easy? Can others follow my program?

ADDITIONAL SUGGESTIONS OR INFORMATION:

*You might want to prepare by using the story Lucy Didn't Listen, from Houghton-Miffin reader Rainbows. Discuss her problem. Put up last step, first step and mid-step for Lucy's program to solve her problem.

GOAL: 12.0 Develop a 3-step program to work on a needed skill.

PRINCIPLE: If I can state a skill needed for my job, then I can write a program to gain that skill, so that I can reach my goals.

OBJECTIVE: 12.4 Given the format, If _____, then _____, so that _____, the student will state a needed skill and write the last, first and mid-step for a program to work on skills.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Activity Sheet 7B	1. From P.O. 12.1, each student will copy on Activity Sheet 7B a skill he could learn NOW to help him be better prepared for his job.* 2. This skill will become the goal for a program. Write a first step on bottom of page. Put any mid-step for the program in the middle of the page.	Page 10 in folder

CHECK STEPS Step 2: Is the needed skill the last step in the program? Is the first step very easy? Can I think of at least 1 step to go in the middle?

ADDITIONAL SUGGESTIONS OR INFORMATION:

*This can be done after a role model comes in and relays needed skills. Class can write program together at that time.

GOAL: 12.0 Developing a 3-step program to work on a needed skill. (What is a principle?)

PRINCIPLE: If I can develop a principle for my needed skill, then I can write a program, so that I can reach my goals.

OBJECTIVE: 12.5 Student will write one principle by himself.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Chalk board Activity Sheet 8B	1. Practice below with whole class. 2. (top) If I could _____, (middle) then I would _____, (bottom) so that _____. 3. **Student will make** a principle to go with needed skill program. (See P.O. 12.4.)	Learn words could and would for reading. A principle is a reason for **doing** something. Page 11 in folder.

CHECK STEPS Step 3: Did I write a principle? Is it about a skill I need for my job?

ADDITIONAL SUGGESTIONS OR INFORMATION:

Learn words could and would.

GOAL: 13.0 Re-evaluating job choice based on gathered information. (How can I re-evaluate my job?)

PRINCIPLE: If I can decide from gathered information if I still like my job choice, then I can repeat this evaluation, so that I can make better job choices for my career.

OBJECTIVE: 13.1 Given his gathered information about his job, the student will state whether he still would choose his job or not and why.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Job Information Sheet p. 5B	1. Each group from P.O. 5.2 will discuss information gathered about their job choice. Each member will say if he still likes the job and why or why not.	

CHECK STEPS Step 1: Did I tell whether I still like my job? Did I tell why or why not?

ADDITIONAL SUGGESTIONS OR INFORMATION:

GOAL: 13.0 Re-evaluating job choice based on gathered information. (What steps did I take to make my job choice?)

PRINCIPLE: If I can remember how I made my first job choice and how I gathered my information, then I can repeat those steps with another job choice, so that I can make better job choices later for my career.

OBJECTIVE: 13.2 Given individual folders, students will be able to state how to make another job choice using as many goals learned previously.

MATERIALS	METHODS AND PROCEDURES	NOTES/EVALUATION
Student folders CAST Overview Chart (p. 1B) Student copies Large chart on posterboard of the CAST Overview Chart	1. This would be an oral review of whole program with whole class input. You might want to list key words or make a tape recording. 2. Have students look over the CAST Overview Chart. 3. Discuss what steps they have taken to reach their goals. 4. Go through a visual explanation of expanding, narrowing and preparing (use pictures in The Story of Who, pp. 1-3, 48). 5. Ask students if they could use this process in any other decision besides a career decision. 6. Make a list on the board of the other areas of the other areas where students could use this process. (Example: How to spend my allowance - Who to invite to a party?)	Use folders to help review.

CHECK STEPS For teacher:
Step 1: Were all goals covered in review discussion? Do children understand this as a cyclic process?
Step 5: Do I know other ways to use the process of expanding, narrowing and preparing?

ADDITIONAL SUGGESTIONS OR INFORMATION:

You may want to show children's work done during the year to stimulate review.

APPENDIX

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Expanding Job Titles Activities Sheet.....1 - B

Choosing An Interest Area Activities Sheet.....2 - B

My Job.....3 - B

Where Can I Go To Find Out About My Job?.....4 - B

What I Want To Know About My Job.....5 - B

My Program For A Problem.....6 - B

Program For The Skill I Need..

My Principle.....

CAST Overview Chart - Lower El

CAST Step Chart - Lower Elemen

Student Question Step Chart...

Career Road Map .....

APPENDIX

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My Principle.....8 - B

CAST Overview Chart - Lower Elementary.....9 - B

CAST Step Chart - Lower Elementary.....10 - B

Student Question Step Chart.....11 - B

Career Road Map .....12 - B

NAME_____

WHO_____?

BEST COPY AVAILABLE

NAME_____

PEOPLE THINGS

I like to be with _____.
Here I am:

INDOORS OUTDOORS

I like to be _____.
Here I am:

NAME_____

DATE_____

My Job

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NAME_____
DATE_____

Where can I go to find out about my job?

1.

2.

NAME_____
DATE_____

1. Who_____

2. Who_____

1. What_____

2. What_____

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NAME_____
DATE_____

1. Where_____

_____

2. Where_____

_____

_____

1. When_____

_____

2. When_____

_____

NAME_____

DATE_____

1. How_____

_____

2. How_____

_____

_____

1. Why_____

_____

2. Why_____

_____

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NAME_____
DATE_____

Problem:_____

_____

Goal:_____

_____

Mid-step:_____

_____

First step:_____

_____

NAME_____
DATE_____

Program For the Skill I Need

Last Step: I will be able to _____
(Goal) _____
_____
_____

Mid-Step: _____
_____
_____
_____

First Step: _____
_____
_____
_____

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NAME_____
DATE_____

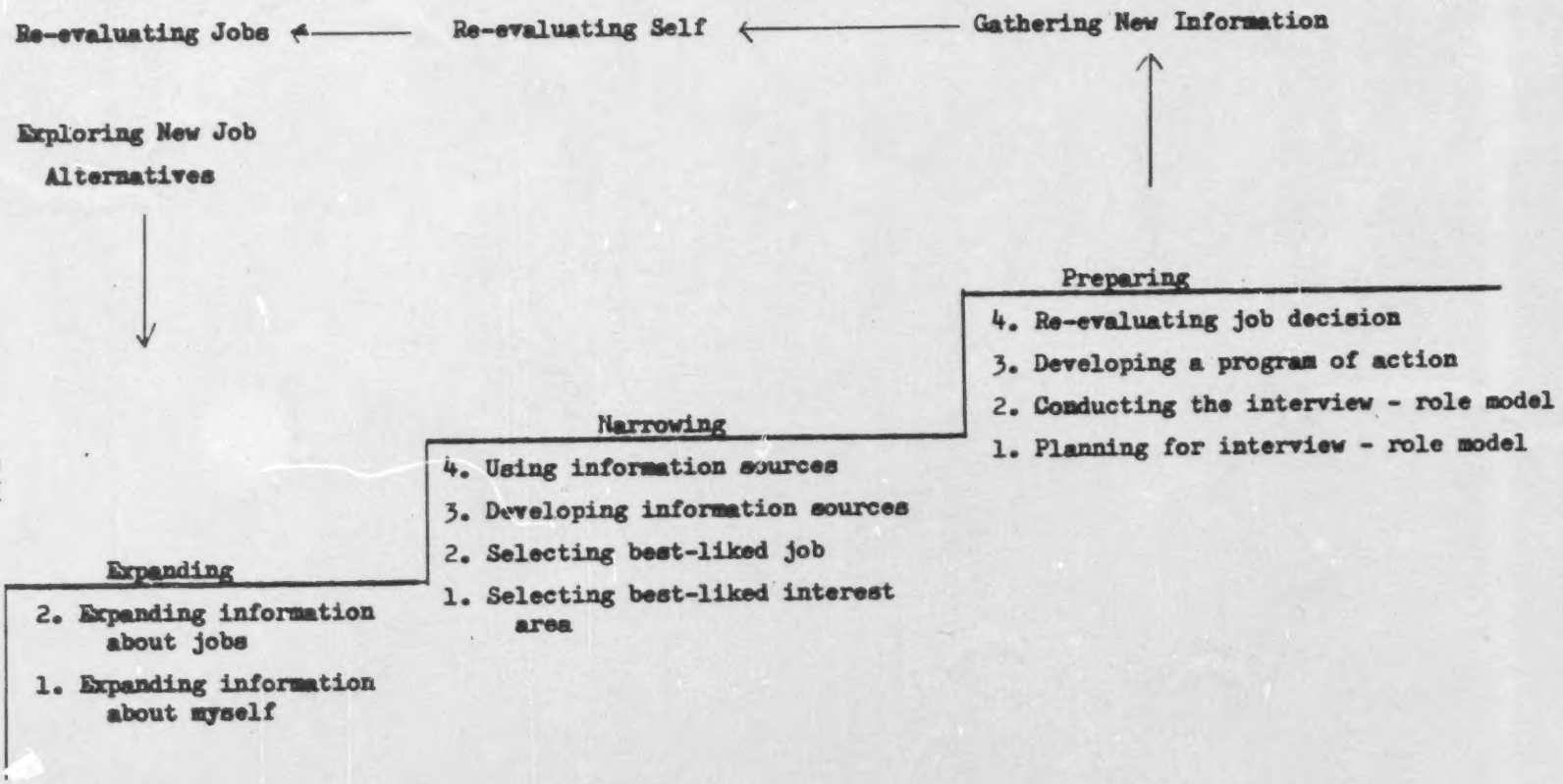
If I could _____.

then I would _____.

so that _____.

CAST OVERVIEW CHART

Lower Elementary



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CAST Step Chart -- Lower Elementary

Preparing

13.0 Re-evaluating job choice based on gathered information.
12.0 Developing a 3-step program to work on a needed skill.
11.0 Conducting role model interviews.
10.0 Preparing for role model program.

Narrowing

9.0 Gathering information about jobs.
8.0 Generating questions.
7.0 Selecting two sources of information to use.
6.0 Developing information sources.
5.0 Narrowing occupations by interest.

Expanding

4.0 Classifying jobs by four interest areas: People, Things, Indoor, Outdoor.
3.0 Expanding job titles.
2.0 Expanding information about myself.
1.0 Using question words.

Student Question Step Chart

Lower Elementary

13.2 What steps did I take to make my job choice?

13.0 How can I re-evaluate my job?

12.5 What is a principle?
12.3 How do I write a program?
12.2 What is a program?

12.0 What skill do I need for my job?

11.0 What can I learn from asking questions of a role model?

10.0 What do I need to prepare for an interview?

9.0 Do I still like this job?

8.0 What skill do I need for my job?

7.0 What can I learn about my job?

6.0 Where can I find out about my job?

5.0 Which interest area do I like best?

4.0 What interest areas are there?

3.0 How many job titles can I name?

2.2 What is important to me?

2.0 What do I need to know about myself?

Goal 1.0 What words will help me ask good questions?

What are we going to do?

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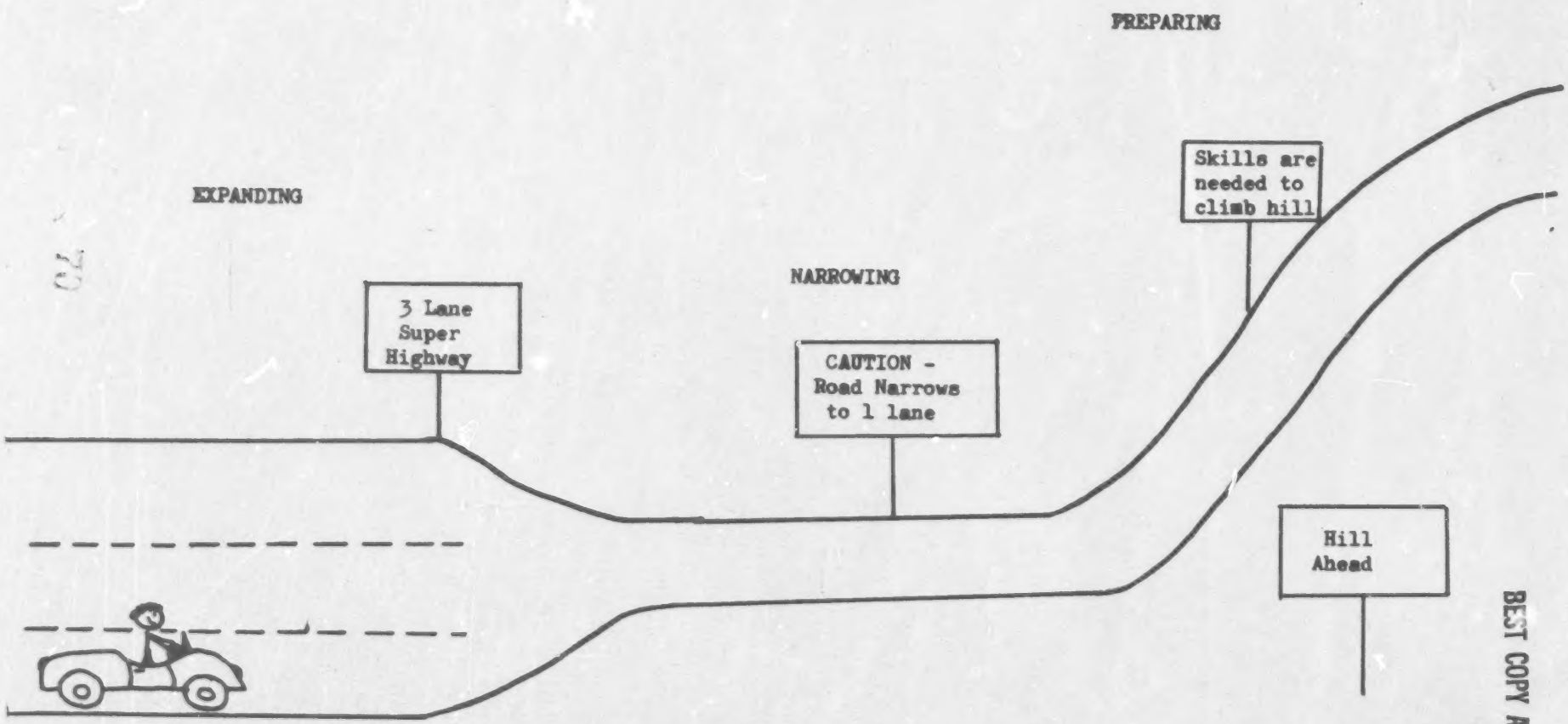
TRAVEL THE CAREER ROAD



MY CAREER ROAD MAP

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